

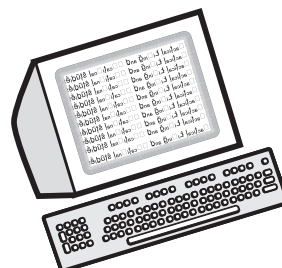
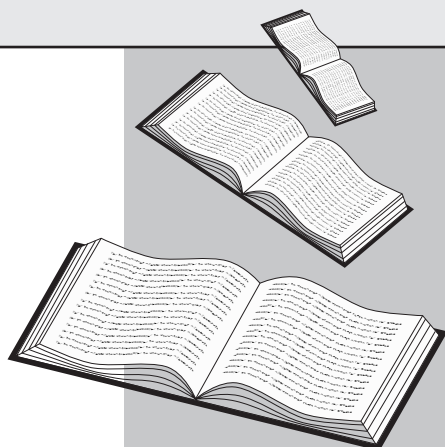


RELEASE FORM
GRADE 10
SPRING 1999

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM KENTUCKY CORE CONTENT TEST-SPRING 1999

RELEASE FORM

GRADE 10



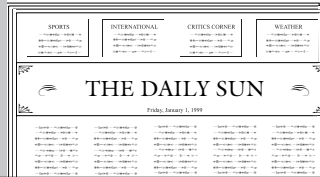
RELEASE FORM

NOTICE: This test form released for school use Spring 1999.

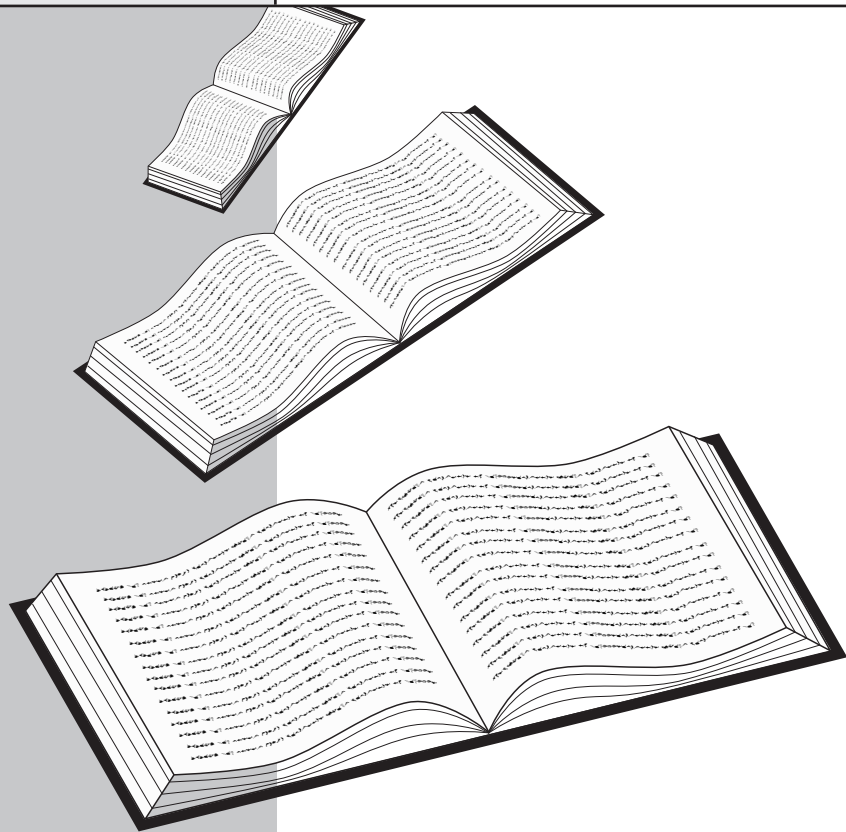
The following is the general guide that will be used to evaluate your responses to the open-response questions in this test.

KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4	<ul style="list-style-type: none">• You complete all important components of the question and communicate ideas clearly.• You demonstrate in-depth understanding of the relevant concepts and/or processes.• Where appropriate, you choose more efficient and/or sophisticated processes.• Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).
SCORE POINT 3	<ul style="list-style-type: none">• You complete most important components of the question and communicate clearly.• You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.
SCORE POINT 2	<ul style="list-style-type: none">• You complete some important components of the question and communicate those components clearly.• You demonstrate that there are gaps in your conceptual understanding.
SCORE POINT 1	<ul style="list-style-type: none">• You show minimal understanding of the question.• You address only a small portion of the question.
SCORE POINT 0	<ul style="list-style-type: none">• Your answer is totally incorrect or irrelevant.
BLANK	<ul style="list-style-type: none">• You did not give any answer at all.



GRADE 10 READING



READING – SECTION A

This test section contains three reading selections with a total of twelve multiple-choice and three open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Leonard Nimoy is best known for his role as Mr. Spock on the original Star Trek series and is still recognized by people on the street as the character he portrayed. Read the following excerpt from Nimoy's book, I Am Not Spock, in which he explores this phenomenon. Then answer the questions that follow.

I Am Not Spock

I am not Spock.

Then why does my head turn in response to a stranger on the street who calls out that name? Why do I feel a twinge when someone says, "What happened to your ears?" I am not Spock.

Then why do I feel a wonderful warmth when I hear or read a compliment aimed at the Vulcan?

Spock for President reads the bumper sticker on the car in front of me. I'm filled with pride and I smile. I'm not Spock.

But if I'm not, who is? And if I'm not Spock, then who am I?

I have a brother, Melvin. He lives 3,000 miles away. We have a good relationship. But it's different. Yes, if someone compliments him, I take pride. If someone were to malign him, I would be hurt. But he is he. I am not him and he is not me. We exist independently. Spock and I do not. So, Spock is not my brother.

What is this relationship between Spock and me? Is it like the Corsican brothers? Even when miles apart one felt the pain when the other was injured! Empathy. Maybe that's the answer. But there's a difference. The Corsican brothers could exist in two different places at the same time. Spock and I cannot.

And it's more complicated than that. Perhaps worse than that. The question is, without Spock, who am I? Do I, or would I, exist at all without him? And without me, who is he? I suspect he might do better without me than I without him. That bothers me. Or more accurately, it concerns me.

That's why I'm writing this book. Maybe if I can get it all down on paper and see the words and ideas staring me in the face I might understand. I might get a better fix on what I am and who he is. With Spock and me it's a unique game of "I'm O.K. We're O.K."

I might get to know something about myself that millions of others know better than I. If I could only see myself as others see me.

Recently I sat with a group of actors I'd just met. We talked of theatre, plays, TV, characters. Good talk. And

then as I was leaving one of the actresses said, "Leonard, we love you." I smiled and I was warmed. I said, "Thank you" but I wanted to add, "I'll tell him when I see him."...

SPOCK: Tell her I accept her compliment, emotional though it may be.

NIMOY: What compliment?

SPOCK: She said they love me.

NIMOY: That is not what she said. She specifically said, "Leonard, we love you." And I know there's nothing wrong with your hearing!

SPOCK: If you're so certain of her intent, why are you becoming agitated?

NIMOY: That's ridiculous. Every time I'm paid a compliment you grab it away. You grab it up for yourself!

SPOCK: Would she have paid you that compliment if not for me?

NIMOY: No!

SPOCK: Then how can you claim it for your own?

You see what I mean?

I am not Spock.

But I'm close to him. Closer than anyone. How much closer can two people be than to stand in the same body, occupy the same space?

Yes, there are benefits. I have an audience, a platform because of him. But it must be shared. I have written two books of poetry. They have been widely circulated and well-received. The one word which comes back most consistently is "surprising."

Why surprising? "Because," I'm told, "the writing is sensitive." "Thank you, but why should that be surprising?" "Because one doesn't expect sensitive poetry from a cool, rational, pragmatic, logical person." "But you're talking about Spock! I'm not Spock!" "Oh really?"

I like being Spock. But I like myself too. I'd like to be me independent of him. I try—very hard, but it's tough.

Sometimes I think I've done it. Sometimes I work very hard at doing my things, thinking my thoughts. To be me, Leonard Nimoy. Sometimes I think I've got it made! Then I'll get on an airplane and somebody'll flash me a Vulcan salute. Or some nice lady will ask for my autograph and I'll proudly sign, "Leonard Nimoy," and then she'll say, "Please sign *Mr. Spock*. That's the way my son knows you."

So sometimes I get tired of the struggle and I simply sign, *Spock*. I tell myself it's faster. It's only five letters instead of twelve. But who am I kidding? No one. I do it because the look in this particular child's eyes says, "I love you, Mr. Spock" and I know that if I signed any other name, two people would be cheated: The child and Spock, and I can't do that. I don't want to hurt that child, and I must be fair to the

Vulcan. I think he would do the same for me.

I am not Spock.

But given the choice, if I had to be someone else, I would be Spock. If someone said, "You can have the choice of being any other TV character ever played," I would choose Spock. I like him. I admire him. I respect him.

If someone could wave a magic wand and make him go away, disappear forever, I wouldn't let them do it. I would choose to keep him alive. I don't really have that choice. He'll be around anyway. But if I had that choice I would keep him alive. He stands for something that makes me feel good. Dignity and honesty and a lot more. And whatever of that rubs off on me makes me feel good.

But, I am not Spock....

Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided on page _ of your Student Response Booklet.

1. What is the function of the dialogue between Nimoy and Spock?
 - A. It develops Spock's character more fully.
 - B. It illustrates how real a presence Spock seems to Nimoy.
 - C. It reveals Nimoy's respect for Spock.
 - D. It makes the excerpt seem more like a TV script.
2. All of the following statements are true of Nimoy **except** that
 - A. Nimoy is not Spock and Spock is not Nimoy.
 - B. Nimoy and Spock are not brothers.
 - C. Nimoy is closer to Spock than anyone.
 - D. Nimoy and Spock can exist separately.
3. The attitude of the author, Leonard Nimoy, toward Spock can **best** be described as
 - A. disgusted—he wants independence from Spock.
 - B. envious—he thinks Spock gets more attention than he.
 - C. resigned—he regretfully accepts his identity as Spock.
 - D. ambivalent—he is both proud and dismayed to be Spock.
4. According to this excerpt, Nimoy's main purpose in writing the book is to
 - A. publicize his contribution to the popularity of Spock.
 - B. debate with Spock the issue of identity.
 - C. analyze the shared and separate identities of himself and Spock.
 - D. express his distaste for being identified with Spock.

Write your answer to open-response question 5 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

5. Leonard Nimoy explains how his connection with Spock has changed his perspective. Discuss what Nimoy views as the positive and negative aspects of his connection with Spock. Support your analysis with specific evidence from the excerpt.

Much of what we believe, we have learned from our families. Read the passage written by Maya Angelou about the lesson she learned from her grandmother about complainers and complaining. Then answer the questions that follow.

COMPLAINING

Maya Angelou

from *Wouldn't Take Nothing For My Journey Now*

When my grandmother was raising me in Stamps, Arkansas, she had a particular routine when people who were known to be whiners entered her store. Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, "Sister, come inside. Come." Of course I would obey.

My grandmother would ask the customer, "How are you doing today, Brother Thomas?" And the person would reply, "Not so good." There would be a distinct whine in the voice. "Not so good today, Sister Henderson. You see, it's this summer. It's this summer heat. I just hate it. Oh, I hate it so much. It just frazzles me up and frazzles me down. I just hate the heat. It's almost killing me." Then my grandmother would stand stoically, her arms folded, and mumble, "Uh-huh, uh-huh." And she would cut her eyes at me to make certain that I had heard the lamentation.

At another time a whiner would mewl, "I hate plowing. That packed-down dirt ain't got no reasoning, and mules ain't got good sense.... Sure ain't. It's killing me. I can't ever seem to get done. My feet and my hands stay sore, and I get dirt in my eyes and up my nose. I just can't stand it." And my grandmother, again stoically with her arms folded, would say, "Uh-huh, uh-huh," and then look at me and nod.

As soon as the complainer was out of the store, my grandmother would call me to stand in front of her. And then she would say the same thing she had said at least a thousand times, it seemed to me. "Sister, did you hear what Brother So-and-So or Sister Much to Do complained about? You heard that?" And I would nod. Mamma would continue, "Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but they will never wake again. Sister, those who expected to rise did not, their beds became their cooling boards and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister. What you're supposed to do when you don't like a thing is change it. If you can't change it, change the way you think about it. Don't complain."

It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen. Whining is not only graceless, but can be dangerous. It can alert a brute that a victim is in the neighborhood.

Mark your answer choices for multiple-choice questions 6 through 9 in the spaces provided on page _ of your Student Response Booklet.

6. The grandmother, as seen by Angelou, can **best** be characterized as
- A. wise.
 - B. pessimistic.
 - C. controlling.
 - D. proud.
7. This passage is an example of
- A. satire.
 - B. monologue.
 - C. autobiography.
 - D. persuasion.
8. The expression, "...the same thing she had said at least a thousand times...", is an example of
- A. literal language.
 - B. symbolism.
 - C. hyperbole.
 - D. figurative language.
9. The tone of Angelou's passage is
- A. critical.
 - B. humorous.
 - C. scornful.
 - D. reflective.

Read all parts of the question before you begin. Write your answer to open-response question 10 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

10. Maya Angelou's grandmother taught her several important lessons.
- a. Identify **two** lessons Maya Angelou's grandmother taught her.
 - b. Using information from the text, discuss **two** different ways the grandmother conveyed each lesson to Maya.

If you like money and are thinking about getting a job, you might learn something about earning money from the following article. Read it, then answer the questions that follow.

“Money Means Everything. Money is Life— It’s very Important to Me.”

These may sound like the words of the ultimate Wall Street shark. But, in fact, the person who uttered them is a typical American teen – sweet-natured Kristy Richter, 17, of Vacaville, California. And if you’re like most of the teens we interviewed, she’s speaking for you, too.

Today’s teens, we discovered, are having a love affair with money. You dream about it. You talk about it. You spend it: \$79 billion a year on products ranging from Sega cartridges to prom dresses.

And you’re willing to earn it for yourself. The majority of you aren’t passing your afternoons slouched on the couch watching *Geraldo* or burning out your corneas playing video games. You’re flipping hamburgers, changing diapers, busing tables, selling jeans – toiling away to earn your keep.

About half of all 16-to-19-year-olds are either looking for or have after-school jobs. One million 14- and 15-year-olds are working regularly. And tens of thousands more are earning extra money as occasional lawn mowers, baby-sitters, and general “helper-outers.”

As you probably know, after-school jobs aren’t known for their generous pay scales or high-profile glamour (try stuffing yourself into a McDonald’s uniform on a 90-degree day). But what you might not realize is that an after-school job doesn’t have to be all thankless toil. We met dozens of teens whose jobs are interesting, profitable, even lots of fun.

Where are they working? How did they find their jobs? How can you get off your after-school chain gang and find a job that works for you? Read on and find out.

Like all good things, finding the right job takes time and energy. Don’t sign your life

away to the Gap just because your best friend works there. Don’t commit yourself to a summer of baby-sitting a 2-year-old who was certainly raised by wolves. Take a few weeks to uncover all of your options. Here are some tips:

\$ A great place to start your search is at school. If your school doesn’t have a career counselor, talk to a regular guidance counselor or even a school social worker. He or she may know of job possibilities that you might not hear about on your own: government job programs; paid internships (where you get career-building experience at local companies); work-experience programs, which give you school credit as well as pay for working.

\$ Spread the word that you’re looking for work. Tell everyone you know: friends, neighbors, family members, teachers, coaches, and club or religious advisers. Many of the teens we spoke to found their jobs through their involvement in organizations like Future Homemakers of America, 4-H, Junior Achievement, DECA (Distributive Education Clubs of America), and NFTE (National Foundation for Teaching Entrepreneurship).

\$ Go door-to-door. Spend a few afternoons scouring stores and restaurants at your local mall or on Main Street. Dress nicely and head out on your own. Bringing a gang of friends along might make your day more fun, but you’re likely to scare off potential employers. Make your pitch directly to the store manager.

Don’t go during times that are likely to be busy. The best time to visit restaurants is from 3:00 to 5:00 p.m. – between lunch and dinner rush. Don’t visit stores on Saturdays, which are busier than weekdays.

\$ Don’t get lazy. The more leads you have, the better your chance of finding something great. And you never know. Seventeen-year-old James Lindner landed a job working for, of all

people, his school's principal. "He knew that I learned how to use a Macintosh computer because I worked on the school paper." So when he needed someone to create and design the school's discipline-code handbook, he called James.

ASK QUESTIONS

Before you accept a job offer, make sure you know what's expected of you, and that those expectations are reasonable. Make sure you understand the following:

\$ Your salary, including overtime. Do you get paid extra for working holidays or beyond your normal schedule?

\$ How you get paid, in cash or by check.

\$ How often you'll be paid. Some businesses pay their employees after every shift. Others pay every week, every two weeks, or even every month.

\$ Your hours. Will you work the same number of hours at the same time every week, or will it change? How much advance notice do you need to give to get time off?

\$ The dress code. Many restaurants require employees to shell out their own money for a uniform. Many stores want their "floorwalkers" to dress a certain way – ties for boys, skirts for girls. Some stores want their employees to wear clothing bought at the store – at the employee's expense. Make sure you know what's expected before you commit yourself, and that you're comfortable with the rules.

Most teens we spoke to had enjoyed positive work experiences. But unfortunately, teens are vulnerable to unethical bosses. Don't get suckered by a boss who demands long hours or who welshes on his or her obligation to pay you as much as you were promised.

"My boss took advantage of me," says Godfrey Tsui, 17, of Elmont, New York. "He had me work 10-hour days with no overtime pay. One day I worked for five or six hours and he wouldn't give me a break. He was always yelling at me for no reason." Godfrey says he lasted only one month.

No matter how exciting your job is, don't let yourself forget that you're a student first.

Your employer should understand this, too. He or she should be willing to be flexible to accommodate your exam schedules, school trips, college interviews, or anything else that might come up. This is not to say that you should feel free to call in sick whenever there's a home game you'd like to attend. But your boss should respect the importance of your school schedule.

"At my other jobs, I had to schedule time off way in advance," says Curtis Crittenden, 18, of Heber City, Utah, who plays soccer, performs in school plays, and represents his school in scholastic competitions. "When I had activities at school I always had to worry about scheduling. At the glass shop, if I let my boss know, it's OK to take off – even if it's the next day."

If you can't find a job you like, consider creating your own. Perhaps you have a skill that you can parlay into a viable business. Are you an art maven? A computer genius? A budding Julia Child? The next Aretha Franklin? If you're willing to do some work, many well-developed skills or talents can be translated into a business.

Monique Landers, 15, of Wichita, Kansas, lines her pockets with money she earns from washing, cutting, styling, and braiding her friends' hair. "I enjoy doing people's hair, and I like to see people walking around wearing my hairstyles."

Daniel Harries, 18, used to spend his spare time hooking up his friends' stereos for free. Now he does it for profit, and his customers come from all over Wichita. His service is so popular that he plans to move out of his mom's garage and into his own shop after he graduates. "I like it because I'm the owner. Working for yourself, you make your own hours. You tell people what you want to do. It's a big difference."

SAVE YOUR MONEY

Sure it's great to be able to plunk down \$50 for a front-row seat at the monster-truck show, or to have enough money to outfit yourself in high style. But many of the hardworking teens we spoke to looked back longingly on money they blew on petty

purchases.

Bill Bradley, 16, of Brooklyn, spent last summer working in a pizzeria. What does he have to show for it today? Not much. "If it's in my pocket it burns my leg. It has to go," he says. "I made \$1,000 easy and have no idea where it all went. By September, I only had \$150 left."

Both experts and frugal teens agree that the secret to saving money is to have a goal – a class ring, a new truck, a vacation, a college education.

"I sit down and write down my goals on a piece of paper," says 18-year-old Corey Brown, of Gettysburg, South Dakota. "Every day I look at my goals. I put the list on a mirror or in my wallet where I'll see it everyday. It makes me realize that if I don't save money, some of those things won't happen. Just writing it down on a piece of

paper makes me want to work harder to make it happen."

Other teens have their own methods for making sure that they don't fritter away their hard-earned dollars:

"My cousin Frank saves me from myself," says Bill Bradley. "I tell him I'm going to buy something and he'll give me reasons why not to buy it."

"I opened a savings account because I'm saving for a car," says Kristy Richter. A savings account also pays her extra money, or interest, on her savings.

"It's too tempting to spend, so I don't carry my checkbook with me," says Daniel Harris.

"I put \$10 a week into a Christmas-club savings account," says 13-year-old Michael Hubbard. "If I skip a week, the bank calls to remind me. Around October or November, I get a lump sum, about \$500, from the bank."

Mark your answer choices for multiple-choice questions 11 through 14 in the spaces provided on page _ of your Student Response Booklet.

11. According to the article, an employee may incur hidden costs in which area?
- A. overtime
 - B. paydays
 - C. decreased schedule
 - D. dress code

12. All of the following devices help the reader to better understand the text **except** the use of
- A. italicized print.
 - B. boldfaced headings.
 - C. specialized vocabulary.
 - D. student anecdotes.

13. The dollar signs at the beginning of some paragraphs alert the reader to
- A. organizations that can help in a job search.
 - B. types of jobs that pay the best.
 - C. the need to save money.
 - D. tips to finding and keeping a job.

14. What would a frugal teen do with money?
- A. Put some in a savings account.
 - B. Purchase stocks.
 - C. Give to the needy.
 - D. Spend it right away.

Read all parts of the question before you begin. Write your answer to open-response question 15 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

15. An author organizes information in a particular way to convey important ideas.
- a. What are **three** main recommendations in this article?
 - b. Explain how these three recommendations are organized and presented.

PLEASE STOP!

READING – SECTION B

This test section contains two reading selections with a total of eight multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Last year the government mandated that food manufacturers accurately represent the nutrition information on the labels of their products as well as display the Food and Drug Administration's guidelines for healthy daily eating. Read the following information from the Nutrition Action Healthletter to answer the questions that follow.

How to Read the New Food Labels

Nutrition Facts	
Serving Size 1 cup (249g) Servings Per Container about 2 1/2	
Amount Per Serving	
Calories 500	Calories from Fat 330
% Daily Value	
Total Fat 36g	56%
Saturated Fat 22g	100%
Cholesterol 110mg	35%
Sodium 910mg	37%
Total Carbohydrate 33g	11%
Dietary Fiber 3g	13%
Sugars 5g	
Protein 12g	
Vitamin A 0%	Vitamin C 0%
Calcium 20%	Iron 6%

as saturated fat (it's only included in **Total Fat**). So if the food contains partially hydrogenated oils, the label underestimates how much it will raise your cholesterol.

4 **Calories from Fat** helps you see how fatty a food is. For example, 330 out of 500—or 66 percent—of this food's calories come from fat. Yuk!

5 The FDA refused to set a DV for added **sugars** because health authorities haven't set a limit on how much we should eat.

Unfortunately, the “sugars” number isn't very precise. It includes naturally occurring fruit and milk sugars. And it omits some of the longer-chain sugars that comprise up to two-thirds of some corn syrups.

6 For the first time, you can compare the “% Daily Value” for “good” nutrients (**Vitamins A and C, Calcium, Iron, and Dietary Fiber**) with the “% Daily Value” for “bad” nutrients (fat, sodium, etc.). With the “good guys” ranging from 0 to 20 percent of the DV and the “bad guys” ranging from 35 to 100 percent, this one's a loser.

You should use the information on labels to choose foods that will promote your health. The typical American diet is high in fat, saturated fat, cholesterol, and sodium. Such a diet greatly increases the risk of numerous diseases, including heart disease, stroke, diabetes, and some cancers. Try to keep your intake of fat below 20% of daily calories (that's about 40-50 grams) and less than 2,000 mg of sodium each day.

1 Always check the **Serving Size** first. It may be a bore, but if you eat less or more than what's listed, you'll have to adjust the other numbers accordingly. Bonus: Serving sizes on the new labels are more consistent and realistic than they used to be.

2 **% Daily Value** tells you how much of a day's worth of fat, sodium, etc., the food provides. For example, this food's 36 grams of fat use up **56** percent of your daily fat limit, or “Daily Value” (DV).

But don't assume that a food has to have 40 or 50 percent of the DV for fat (or whatever) to be high. People eat 15 to 20 foods a day. Our advice: If a food has 20 percent or more of the DV, it's “high” in that nutrient. “Low” means no more than five percent.

3 Check the **% Daily Value** for **Saturated Fat**. It's the nutrient that causes the most damage to health. Just keep in mind that cholesterol-raising trans fat isn't counted

Mark your answer choices for multiple-choice questions 16 through 19 in the spaces provided on page _ of your Student Response Booklet.

16. The **most** significant benefit of the information on the new food labels is that consumers can
- A. calculate calories from fat.
 - B. choose foods that promote good health.
 - C. determine fat content of food.
 - D. determine serving size.
17. If a food contains 25% of the recommended daily value (DV), it is considered to be
- A. high in that nutrient.
 - B. low in that nutrient.
 - C. average in that nutrient.
 - D. lacking in that nutrient.
18. The food analyzed in the sample label is
- A. low in fat and low in cholesterol.
 - B. low in carbohydrates and acceptable in sodium.
 - C. acceptable in protein and low in fiber.
 - D. low in vitamins and high in saturated fat.
19. Under what conditions would a food **not** be considered high in fat?
- A. if a food contains between 25% and 30% fat
 - B. if a food contains 55 fat grams
 - C. if a food contains 12% of the DV for fat
 - D. if a food provides 56% of its calories from fat

Write your answer to open-response question 20 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

20. The new food labels provide different kinds of information to consumers about a food's contents.
- a. Discuss the kinds of information the new food labels provide.
 - b. Explain **two** ways these kinds of information can help an individual have a more healthy diet.

Car manufacturers are constantly enhancing and improving the safety of the cars they market to consumers, but are they going too far? Read the following article, then answer the questions that follow.

The Incredible Thinking Cars

Tom Strongman

Are you ready for cars that think for themselves? In just a few years they may be doing exactly that, without your knowledge.

Air bags and anti-lock brakes, now almost universally available, are just the tip of the auto safety iceberg. Thanks to aerospace technology and high-speed computers, our cars may become automotive “Big Brothers” that look out for our safety and well-being even when we aren’t.

■ A car that senses skids, or even slight deviations in direction, and applies one of its brakes to keep the vehicle going straight.

While almost all automakers are working on such systems, General Motors Corp., Ford Motor Co. and Mercedes-Benz AG have been the most vocal about their developments.

Intelligent Cruise Control

The first step in this brave new world of automotive safety is likely to be adaptive, or intelligent, cruise control. It uses radar or infrared beams to provide minimum spacing between vehicles, and even applies the brakes if necessary.

Right now, many Greyhound buses are equipped with a similar, but less sophisticated, system.

Morgan Whitney, an executive engineer in Ford’s electronics division, said we might see adaptive cruise control by the end of the decade.



Just imagine:

- Cruise control that automatically slows your car to keep it from getting too close to the vehicle in front of you.
- A collision-avoidance warning system that costs about the same as a moonroof and alerts you to objects in your path that require evasive action.
- Infrared sensors that extend a driver’s night vision to see people walking in the dark or someone hiding in a garage.
- Computer-controlled video cameras that “read” highway lane markings and warn you to take corrective action.

All-weather Night Vision

Ford’s All-Weather/Night Vision (AWNV) project is considerably more sophisticated than adaptive cruise control and would likely be the next step, Whitney said.

AWNV is the brainchild of Ford’s Design Program manager, Eduardo Peralta. Peralta said AWNV is capable of “differentiating between two cars a yard apart at a distance of 500 yards,” due to advances in electronic processing of the signal from a small radar antenna mounted in the vehicle.

That means AWNV could project symbols of obstacles in the driver’s field of view on a head-up display, which makes the images appear to be in front

of the windshield so the driver doesn't have to refocus his or her eyes. AWWN's computer could change the symbols' shapes, sizes and colors as they got closer and required some evasive action.

Infrared Vision

GM, in conjunction with its Hughes Aircraft subsidiary and Delco electronics, is developing night vision enhancement. GM's system uses an infrared sensor that scans the area ahead, detecting variations in temperature that are translated into visual images displayed on a television screen in the dash.

This system sees things that are beyond the car's headlights, and can allow a driver to see in dark areas.

Sensing Danger

Mercedes-Benz has announced that by 1996 some of its S-Class sedans will have a new safety system that "senses danger" and automatically restores directional control by applying a front or rear brake.

The Mercedes system notes differences between the driver's steering inputs and what the vehicle is actually doing, then applies corrective action. It enhances driver control and helps maintain directional stability while turning and while driving straight ahead.

Whether you want them or not, these safety features are likely to find their way into production and, according to the manufacturers, will make driving safer and will enhance the driving experience.

Tom Strongman is automotive editor of *The Kansas City Star*.

Mark your answer choices for multiple-choice questions 21 through 24 in the spaces provided on page _ of your Student Response Booklet.

21. The adaptive cruise control uses infrared beams to

- A. maintain the minimum distance between vehicles.
- B. alert drivers to objects in their path.
- C. detect variations in temperature.
- D. see people walking in the dark.

22. Infrared sensors assist a driver by

- A. reading highway lane markers.
- B. helping to prevent skids.
- C. applying brakes to keep the vehicle straight.
- D. extending a driver's night vision.

23. Bullets (■) are used in the article to

- A. warn drivers about the hazards of driving.
- B. demonstrate the dual nature of certain safety features.
- C. identify the potential benefits of new driving technology.
- D. suggest the expense involved in developing safety devices.

24. What is a potential drawback of installing the new safety devices as standard equipment in new cars?

- A. increased driver information
- B. increased night vision
- C. increased incidence of skids on wet pavement
- D. increased equipment without driver choice

Write your answer to open-response question 25 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

25. Using information from the article, discuss **two** advantages and **two** disadvantages that result from recent advances in auto technology.

PLEASE STOP!

READING – SECTION C

This test section contains one reading selection with a total of four multiple-choice questions and one open-response (short-answer) question. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

The following speech by Patrick Henry was presented to the Virginia Legislature in 1775. Read the speech to learn about its purpose and Patrick Henry's opinions. Then answer the questions that follow.

SPEECH TO THE SECOND VIRGINIA CONVENTION

I know not what course others may take; but as for me, give me liberty, or give me death!

Patrick Henry (1736-1799) was a leading patriot in the revolutionary cause. Born in Virginia, he was one of colonial Virginia's most successful lawyers, noted for his quick wit and oratorical skills. Elected to the Virginia legislature in 1763, he became an outspoken advocate of the rights of the colonies. In 1765, speaking in opposition to the Stamp Act, Henry said, "Caesar had his Brutus, Charles the First his Cromwell, and George III ..." (he was then interrupted by cries of "Treason! Treason!") "... may profit by their example. If *this* be treason, make the most of it."

Henry played a prominent role in the growing movement for independence. He was a member of the first Virginia Committee of Correspondence and a delegate to the Continental Congresses of 1774 and 1775. His most famous speech, excerpted below, was delivered to the second Virginia Convention on March 23, 1775, at Saint John's Church in Richmond, Virginia. The speech was a powerful argument on behalf of resolutions to equip the Virginia militia to fight against the British.

Henry was the first governor of the state of Virginia, and he served the state and the nation in many other public positions. His lasting fame, however, derives from this fiery speech in 1775, with its world-famous peroration.

...It is natural for man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House? Is it that insidious smile with which our petition has been lately

received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try

argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a

British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

It is vain, sir, to extenuate the matter. Gentlemen may cry peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Mark your answer choices for multiple-choice questions 26 through 29 in the spaces provided on page _ of your Student Response Booklet.

26. The purpose of the series of rhetorical questions Patrick Henry uses in paragraph 2 is to
- A. provoke arguments against resistance.
 - B. point out the necessity of war.
 - C. gather support for a delay in fighting.
 - D. argue for a retreat from confrontation.
27. Which statement made by Patrick Henry is a fact?
- A. "There is no longer any room for hope."
 - B. "We are apt to shut our eyes against a painful truth."
 - C. "We have done everything that could be done..."
 - D. "The war is actually begun."

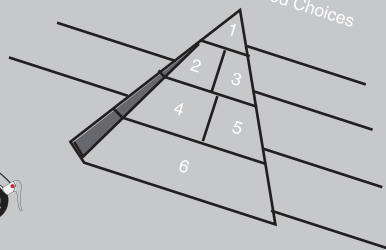
28. In his speech, Patrick Henry
- A. urges the colonists to fight against oppression.
 - B. urges the colonists to maintain the peace.
 - C. encourages the colonists to have hope.
 - D. encourages the colonists to be religious.
29. Which idea in Patrick Henry's speech is an **opinion**?
- A. Americans must fight oppression.
 - B. Americans number three million.
 - C. The British have been unreceptive to petitions.
 - D. The British have been building up military forces.

Read all parts of the question before you begin. Write your answer to open-response question 30 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

30. In 1775, Patrick Henry made his speech to his audience of Virginia legislators to convince them that Virginia should join the War of Independence.
- a. Identify and discuss **three** main points Henry uses to support his argument.
 - b. Explain why these points were appropriate to convince his audience to join the war.
- Use information from the speech to support your discussion.

PLEASE STOP!

Food Guide Pyramid A Guide to Daily Food Choices



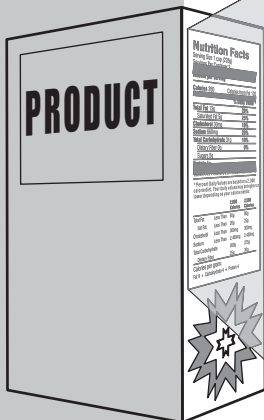
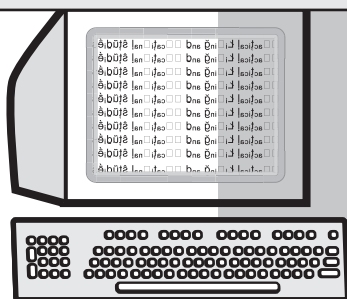
Employment Application

PERSONAL INFORMATION				
Date		Social Security Number		
Name				
Last		First	Middle	
Present Address		Street	City	State
Permanent Address		Street	City	State
Phone No.				
EMPLOYMENT DESIRED				
Position		Date You can start?		
Are you employed now?		If so, may we inquire of your present employer?		
Ever applied to this company before?				
EDUCATION	Name and Location of School	Years Attended	Diploma Degree	Subjects Studied
Grammar School				
High School				
College				

GRADE 10 PRACTICAL LIVING & VOCATIONAL STUDIES



EDUCATION PAYS



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount per serving	
Calories 260	Calories from Fat 120
% Daily Value *	
Total Fat 13g	20%
Saturated Fat 5g	25%
Cholesterol 30mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A 4% • Vitamin C 2% • Calcium 15% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values

		2,000 Calories	2,500 Calories
Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4



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PRACTICAL LIVING/VOCATIONAL STUDIES

This test section contains eight multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Practical Living/Vocational Studies). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

1. All of the following are important characteristics of a leader except the ability to
 - A. delegate duties.
 - B. listen well.
 - C. make decisions.
 - D. control others.
2. The first step to control bleeding is
 - A. check for breathing and pulse rate.
 - B. apply a tourniquet above the wound.
 - C. apply gentle but constant pressure to the pressure point.
 - D. cover the wound with a bandage and apply direct pressure.
3. The purpose of sewage plants, septic tanks, and cesspools is to
 - A. convert trash into methane for energy.
 - B. recycle plastics and other petroleum products.
 - C. treat biodegradable wastes.
 - D. filter particles of exhaust gases.
4. Which is **not** a basic principle of catching?
 - A. Your body should be in the path of the thrown object.
 - B. Your arms, hands, and shoulders should be stiff.
 - C. You should concentrate on the object to be caught.
 - D. You should put your hands in a triangle position.
5. When setting goals, which of the following is **not** appropriate?
 - A. determining where you are now
 - B. determining where you want to be
 - C. identifying others who can help you
 - D. giving yourself unlimited time
6. What is the **best** way to handle a potential confrontation with an angry friend?
 - A. distract him with humor
 - B. stand your ground
 - C. communicate in a calm manner
 - D. express your annoyance

7. When selecting a career, it is important to research future trends in occupational fields of interest to you. The **main** reason for this is to
- A. learn how many others have the same interests as you.
 - B. select a field that will have a demand for workers.
 - C. find out which fields will pay the most.
 - D. learn about current job openings.

8. When asking a potential employer to consider you for a specific job, you send a letter of
- A. recommendation.
 - B. application.
 - C. intent.
 - D. inquiry.

PRACTICAL LIVING/VOCATIONAL STUDIES

OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to open-response questions 9 and 10 in the spaces provided on pages _ and _ of your Student Response Booklet (Practical Living/Vocational Studies). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

Write your answer to question 9 in the space provided on page _ of your Student Response Booklet.

Driver's Permit

9. In 1996, a Kentucky law was passed that requires drivers-in-training to have a six-month permit and be accompanied by a licensed driver over 21 years old. The law also prohibits driving between the hours of midnight and 6:00 A.M. except under special circumstances.

Explain **three** different reasons why this law was passed.

Write your answer to question 10 in the space provided on page _ of your Student Response Booklet.

Computer Tools for the Yearbook

10. Chris has been named business manager for the school yearbook. His responsibilities include corresponding with outside companies, keeping records of sales, maintaining the budget, and promoting sales of the yearbook.
- Identify **two** software applications or computer tools **other than hardware** that could assist Chris in fulfilling some of his responsibilities as business manager.
 - Explain how each application or computer tool could be used.

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